

HENRY L SNEED MIDDLE

1102 Ebenezer Rd
Florence, SC 29501

GRADES 7-8 Middle School

ENROLLMENT 826 Students

PRINCIPAL Pat Magee 843-673-1199

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	21	18	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

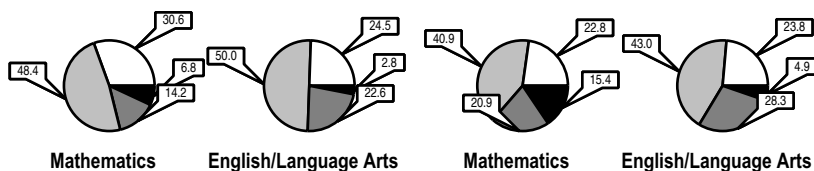
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

90.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	808	98.3	23.7	50.5	22.9	2.9	37.4	Yes	Yes
Gender									
Male	454	97.6	29.0	51.4	17.2	2.5	30.0		
Female	354	99.2	17.0	49.5	30.0	3.4	46.7		
Racial/Ethnic Group									
White	450	98.0	11.9	50.5	32.9	4.7	51.6	Yes	Yes
African-American	337	98.8	41.0	50.7	8.3	0.0	17.0	Yes	Yes
Asian/Pacific Islander	12	91.7	37.5	37.5	12.5	12.5	0.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	694	99.0	18.5	52.6	25.6	3.3	41.5		
Disabled	114	93.9	57.7	37.1	5.2	0.0	10.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	808	98.3	23.7	50.5	22.9	2.9	37.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	802	98.4	23.3	50.8	23.0	2.9	37.7		
Socio-Economic Status									
Subsidized meals	321	98.4	38.8	50.4	10.4	0.4	19.8	Yes	Yes
Full-pay meals	483	98.1	14.4	50.7	30.5	4.4	48.2		

Mathematics - State Performance Objective = 15.5%									
All Students	808	98.4	30.0	48.8	14.4	6.8	34.2	Yes	Yes
Gender									
Male	454	97.8	31.1	49.0	12.5	7.4	33.1		
Female	354	99.2	28.5	48.6	16.7	6.2	35.6		
Racial/Ethnic Group									
White	450	98.0	16.1	51.6	21.0	11.2	48.4	Yes	Yes
African American	337	98.8	51.4	44.4	3.8	0.3	12.8	No	Yes
Asian/Pacific Islander	12	100.0	11.1	33.3	44.4	11.1	0.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	694	99.1	24.1	51.9	16.1	7.9	38.0		
Disabled	114	93.9	68.0	28.9	3.1	0.0	9.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	808	98.4	30.0	48.8	14.4	6.8	34.2		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	802	98.4	29.9	49.0	14.3	6.8	34.2		
Socio-Economic Status									
Subsidized meals	321	98.4	49.3	43.5	5.4	1.8	15.5	Yes	Yes
Full-pay meals	483	98.3	18.1	52.1	19.9	9.9	45.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	378	97.9	27.8	44.7	25.1	2.3	27.5
	Grade 8	454	98.5	30.3	47.7	18.6	3.4	22.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	420	98.6	24.7	55.1	19.4	0.8	20.2
	Grade 8	388	97.9	23.6	45.9	25.3	5.2	30.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	378	98.4	31.9	40.9	16.5	10.7	27.2
	Grade 8	454	99.3	33.2	49.2	12.2	5.5	17.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	420	98.6	30.8	49.5	13.1	6.6	19.7
	Grade 8	388	98.2	30.4	47.7	15.1	6.8	21.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 826)				
Students enrolled in high school credit courses (grades 7 & 8)	7.6%	Up from 6.5%	23.2%	14.6%
Retention rate	5.5%	Down from 6.8%	2.0%	3.0%
Attendance rate	95.6%	Down from 97.7%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%		4.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		3.9%	5.3%
Eligible for gifted and talented	11.3%	Up from 8.4%	23.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.9%	Up from 13.5%	12.7%	13.9%
Older than usual for grade	5.6%	Up from 5.1%	2.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.2%	Up from 1.7%	1.0%	0.9%
Annual dropout rate	1.4%	Up from 0.3%	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	51.9%	Up from 50.0%	51.9%	48.7%
Continuing contract teachers	96.2%	Up from 94.0%	87.1%	81.7%
Highly qualified teachers**	97.0%	N/A	91.3%	90.4%
Teachers with emergency or provisional certificates	2.0%		3.8%	5.3%
Teachers returning from previous year	89.4%	Up from 86.4%	86.7%	85.1%
Teacher attendance rate	95.5%	Up from 95.1%	94.8%	94.8%
Average teacher salary	\$39,984	Up 3.0%	\$41,237	\$40,566
Prof. development days/teacher	5.0 days	No change	10.4 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.3
Student-teacher ratio in core subjects	23.4 to 1	Down from 24.3 to 1	22.4 to 1	21.3 to 1
Prime instructional time	90.7%	Down from 92.5%	89.7%	89.3%
Dollars spent per pupil*	\$4,718	Down 3.4%	\$5,666	\$5,821
Percent of expenditures for teacher salaries*	69.2%	Up from 47.6%	62.7%	61.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	92.5%	Up from 86.7%	95.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	89.0%		92.0%	
Highly qualified teachers in high poverty schools**	91.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission at Henry L. Sneed is to prepare students to become responsible citizens and lifelong learners in an atmosphere conducive to learning. Our school is nationally accredited by the Commission on International and Trans-Regional Accreditation and regionally re-accredited by the Southern Association of Colleges and Schools.

As we reflect on the past year, we are extremely proud of our accomplishments and have developed an understanding of the areas in need of improvement for the forthcoming year. We will continue to address our State Standards and PACT testing objectives. Teachers will continue to spend a portion of each day providing students with PACT related activities in order to prepare them for the test itself. We have also devoted four night sessions to increase parental and student awareness of PACT preparation and testing procedures.

Sneed Middle School is proud of the many outstanding accomplishments of both our students and faculty.

Some of the accomplishments at Sneed Middle School during the 2003-2004 school year included the following:

Twenty-eight eighth grade students were named Junior Scholars.

One hundred fourteen students maintained honor roll status throughout the school year.

Sixty-nine seventh grade students qualified for the Duke University Talent Identification Program.

One hundred nineteen students became members of the Reading Renaissance "Millionaire's Club" by reading one million words or more.

One hundred percent of the students taking Algebra I passed the state end-of-course test.

Mrs. Gabriel Morris was selected as the 2003-2004 Sneed Teacher of the Year.

Sneed Middle School anticipates a successful 2004-2005 school year and encourages both parental and community involvement which are essential elements of our total program.

Pat Magee, Principal

Laura Bardi, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	344	263
Percent satisfied with learning environment	88.9%	75.1%	80.1%
Percent satisfied with social and physical environment	92.6%	81.7%	76.2%
Percent satisfied with home-school relations	64.8%	85.2%	60.1%

*Only students at the highest middle school grade level at this school and their parents were included.